

I. Aims and objectives of the work at national level

1. The objectives within three years of THENAPA in Lithuania:

- To organize the national group of integration and implementation;
- To investigate the situation of integration of disabled into mainstreamed general and physical education and overview the official classification on disability;
- To investigate the needs, kinds of support and attitudes of teachers towards the integration of the disabled in mainstreamed general and physical education.
- To investigate the situation of adapted physical education in special schools
- To investigate the national model of education of the disabled persons;
- To investigate the organizational and financing situation of competitive and recreational sport for disabled and the possibilities for cooperation and integration into able-bodied sport.
- To analyze and adapt the educational study programs on APA in LAPE according to “ideal profiles” of THENAPA in the areas of Adapted physical Education, Rehabilitation, Recreation and Competitive sport for disabled.
- To analyze the overall development of European Union policy on integration and non-discrimination of the disabled in the field of general and physical education as well as disability sport area.

2. The achievements in the objectives foreseen

- The results in organization of National group was not excellent, because very important governmental institution – Lithuanian department of physical education and sport – refused from participation, for it was not interested into development of disability sport on governmental level. Some of Members of national group participated in one or two meetings only, because of lack of financial support or interest in integration of disabled via sport or physical education at all.
- Other objectives were fully achieved
 - 1) For investigation of **the situation about the integration** of disabled students into mainstreamed education and participation into integrated physical education the special questionnaires were created in LAPE, discussed within the national group of integration, approved by Lithuanian Vice-minister of education and distributed to 1282

Lithuanian regular schools. The results taken from 613 (48%) regular schools that responded and filled in the questionnaires are submitted into full annual report.

1. There were 284534 students in regular schools investigated
2. **Disabled students compose 2,3%** (6661 persons) of all students investigated:: with mental retardation – 0,8% (2262 persons) of all investigated; with motor impairments – 0,2% (558 persons) of all investigated; with visual impairments – 1,2% (3537 persons) of all investigated; with hearing impairments – 0,1% (304 persons) of all investigated.
The level of the severity of impairments of all integrated disabled students: severe (profound) disabled students compose 13,2% (211 persons); moderate disabled students – 10,3% (689 persons); mild disabled - 86,5% (5761 persons)
The level of the severity of impairments with respect to the type of disability: mental retardation (**2262 persons**): severe and profound – 1,7% (39), moderate – 16,9% (838), mild – 81,4% (**1840**); motor impairments (558 persons): severe – 19,9% (111), moderate – 29,4% (164), mild – 50,7% (283); visual impairments (**3537**): profound – 0,2% (8), severe – 2,7% (96), moderate –97,7% (**3433**); hearing impairments (**304**): profound – 17,4% (53), severe – 15,1% (46), moderate –67,5% (205) There is evident that **79%** of all disabled students (5273) integrated in mainstreamed education comprise **the students with mild mental and moderate visual impairments**. That doesn't demand the expensive resources, equipment and assistance.
3. The integration of the disabled in regular PE lessons: **79,4 %** (5291 persons) of all disabled students **are integrated** in regular PE lessons; **10,9%** (793 persons) – have PE in **special classes**; for **1,4%** (793 persons) – is prescribed **kinesitherapy**; **8,3 %** (552 persons) – **are excluded from PE** at all.
4. The distribution of students **integrated in regular PE** with respect to the level of the severity of impairments and the kind of disability: Severe and profound disabled – 0,9% (50 persons): with mental retardation – 20% (10 persons) of all integrated severe disabled; with motor impairments – 24% (12 persons); with visual impairments – 6% (3 persons); with hearing impairments – 50% (25 persons); Moderate level of impairment – 6,5% (341 persons): with mental retardation – 66,9% (228 persons) of all integrated middle level disabled; with motor impairments – 9,4% (32 persons); with visual impairments – 16,4% (56 persons); with hearing impairments – 7,3% (25 persons); Mild level of impairment – 92,6% (4900 persons): with mental retardation – 33,6% (**1648** persons) of all integrated light level disabled; with motor impairments – 1,6% (79 persons); with visual impairments –61,3% (**3003** persons); with hearing impairments – 3,5% (170 persons). **It is evident that 88% of all integrated in regular PE lessons comprise the students with mild mental and visual impairments.**
5. The distribution of students **participating in special PE classes** with respect to the level of the severity of impairments and the kind of disability: Severe and profound disabled – 4,8% (35 persons): with mental retardation – 45,7% (16 persons) of all special PE severe disabled; with motor impairments – 11,4% (4 persons); with visual impairments – 0%; with hearing impairments – **42,9%** (15 persons); Moderate level of impairment – 21% (152 persons): with mental retardation – **60,5%** (92 persons) of all special PE middle level disabled; with motor impairments – 20,4% (31 persons); with visual impairments – 12,5% (19 persons); with hearing impairments – 6,6% (10 persons); Mild level of impairment – 74,2% (536 persons): with mental retardation – **21,5%** (115 persons) of all special PE light level disabled; with motor impairments – 15,9% (85 persons); with visual impairments –59,2% (318 persons); with hearing impairments – 3,4% (18 persons). **It is understandable why the disabled with hearing impairments and moderate and mild levels of mental retardation participated in segregated special PE classes.**
6. The distribution of students **excluded from PE at all** with respect to the level of the severity of impairments and the kind of disability: Severe and profound disabled – 21% (116 persons): with mental retardation – 10,3% (12 persons) of all excluded from PE severe disabled; with motor impairments – **74,2%** (86 persons); with visual impairments – 11,2 % (13 persons); with hearing impairments – 4,3% (5 persons); Moderate level of impairment – 28,6% (158 persons): with mental retardation – **31%** (49 persons) of all excluded from PE middle level disabled; with motor impairments – 12,7% (20 persons); with visual impairments – 50% (79 persons); with hearing impairments – 6,3% (10 persons).; Mild level of impairment – **50,4%** (278 persons): with mental retardation – **22,3%** (62 persons) of all excluded from PE light level disabled; with motor impairments – **35,3%** (98 persons); with visual impairments – 36,3% (101 persons); with hearing impairments – **6,1%** (17 persons). **It is evident that 50,4% of the disabled students excluded from PE at all are with a mild level of impairment.**

The official classification of disabled students in Lithuania was investigated and the results presented in annual report.

The official classification of disabled students exists in Lithuania. It is: 1) Mental impairments: mental retardation – severe and profound level of disability (IQ lower than 34), moderate level of disability (IQ 35-49), mild level of disability (IQ 50-69); 2) Motor impairments: profound and severe level of disability (tetraplegia, tetraparesis, paraplegia, hemiplegia, amputation of both legs or hands, severe level of athetosis – ataxia); moderate level of disability (paraparesis, hemiparesis, monoplegia, amputation of one leg or one hand, moderate level of athetosis – ataxia); mild level of disability (monoparesis, amputation of one feet or one handbreadth, mild athetosis – ataxia); 3) Visual impairments: profound level of disability (blinds), severe level of disability (visual acuity 0,04-0,01 field of vision limited of 10 degree); moderate level of disability (visual acuity 0,1-0,51 field of visions 10-20 degree); 4) Hearing impairments: Profound level of disability (deaf or almost deaf loss in decibels more than 91dB); severe level of disability (loss in decibels 71-90dB), moderate (loss in decibels 56-70dB).

2) The investigation of the **needs, kinds of support and attitudes of teachers towards the integration** of the disabled in mainstreamed general and physical education was done and results presented. A lot of teachers expressed apposite attitudes towards integration of disabled in general, but they were not prepared to teach disabled students in their classes, felt lack of knowledge and experience in integrated teaching in the field. They need pedagogical support or teacher assistance and those actions were not legally foreseen and practically organized in Lithuania.

We investigated the opinion of **270 teachers** (238 women and 32 men) from 9 randomly selected regular schools using the anonymous questionnaire. All teachers were divided into 5 groups according to the subject they teach: the groups of biological subject (**BS**) - 28 persons; linguistics subjects (**LS**) - 123 persons; exact sciences (**ES**) - 57 persons; physical educators (**PE**) - 20; primary school educators (PSE) - 42 persons. No one of the teachers investigated has got any special preparation regarding the education of disabled.

The problems of teaching skills to the disabled people of the teachers we divided in **two groups of problems**:

The first. The perceived knowledge of teachers (TPK) on integrated teaching (IT) of disabled students were investigated according to three aspects: 1) TPK on legislation aspects of IT; 2) TPK about working and disability problems of IT; 3) The level of accessible information about IT. The good level of knowledge on all three aspects was reported by 8 of 270 teachers investigated (3%) only; 63 % of them evaluate themselves as having some knowledge and 34 % - having no notion about IT; knowledge on legislation aspects: good - 5%; some - 83%; no - 12% of teachers; knowledge about disability problems: good - 3%; some - 82%; no - 15% of teachers; accessibility of information on IT: good - 1%; some - 24%; **no - 75% of teachers**; Therefore one of the main problem for teaching skills to IT reported by teachers was **the LACK of INFORMATION about IT**.

The second. The level of the experience in teaching of disabled learners was investigated on three aspects: 1) working experience at school and 2) Working or not working contacts with disabled students out of school; 3) the variability of the total working experience and contacts with disabled students according to the subject of teaching. Working experience of teachers investigated in teaching of disabled student at school: good - 7%; some - 34%; **no - 59%** of teachers; Working or not working contacts of teachers investigated with disabled students out of school: good - 1%; some - 32%; **no - 67%** of teachers; Total experience in accordance to the subject of teaching: the biologists and the teachers of exact sciences have had the significantly higher experience in teaching learners with special needs (47,5% and 50% from the maximum possible level) as compared with the physical educators (33% from the maximum possible level). Therefore the second important problem for teaching skills, according to the teachers opinion, was the **LACK of WORKING EXPERIENCE and out of school CONTACTS WITH DISABLED PEOPLE especially for the teachers of physical education**.

We investigated the teachers attitudes toward the integrated teaching according to three aspects: 1) Teachers attitudes (TA) toward integrated teaching (IT) in general; 2) TA toward the integration of disabled into the schools where they are working and 3) TA toward IT personally into their own class; 4) TA toward IT personally in accordance with the teachers specialisation and disability specific characteristics. Teachers attitudes toward the integrated teaching in general: negative - 9%; positive - 43%; favorable - 48% of teachers; Attitudes toward the integration of disabled into their own school: negative - 18%; positive - 66%; favourable - 16% of teachers; Attitudes toward the Integrated teaching personally into their own classes: negative - 17%; positive - 71%; favourable - 12% of teachers. It is evident that **teachers attitudes toward the integrated teaching become more negative and less favourable** when conditions change from opinion about IT in general to teaching of disabled in their own integrated classes or personally.

The 125 teachers pointed out the causes (problems) of their less favourable attitudes towards the teaching of disabled personally as compared with the favourable opinion in general: 1) **Lack of knowledge** on integrated teaching of disabled (81%), 2) **lack of professional skills** on IT (69%), 3) **lack of professional support from APA professionals** (65%), 4) **lack of special equipment** (40%), 4) **unfavourable view on ability to learn** in their own subject of students with some kind of disabilities (24%) 5) the **fear of making something wrong** for disabled students (15%), 6) the **unpleasant feelings** toward the people with some kind of disabilities (7%). The 9% of teachers investigated expressed the definitely disagreement with the possibility of disabled to be tough in regular schools and **such kind of their own opinion were based on the "fact" on abnormality of the disabled and indispensable disintegration of them into special schools**.

Teachers positive attitudes toward teaching the disabled personally according to the teachers specialisation and the type of disability: Biologists expressed positive attitudes towards teaching disabled: physical-57%; visual-50%; hearing-33%; mental-33% of all biologists; Linguists expressed positive attitudes towards teaching disabled: physical-50%; visual-34%; hearing-20%; mental- 5% of all linguists; Teachers of exact sciences expressed positive attitudes towards teaching disabled: physical-60%; visual-38%; hearing-25%; mental- 25% of all exact sc.; PE teachers expressed positive attitudes towards teaching disabled: physical-22%; visual-45%; hearing-38%; mental-22% of all PE teachers; Primary school educators expressed positive attitudes towards teaching disabled: physical-39%; visual- 31%; hearing-32%; mental-31% of all prim. educators. Therefore the **types of disability which the teachers preferred to teach the students with vary according to the teachers' specialisation**. The biologists, linguists and the teachers of exact sciences held the most favorable attitudes toward teaching students with physical disabilities. The large number of physical educators expressed the desirability to educate the disabled with visual impairments, but physically disabled and mentally retarded were appraised as the least desirable. Almost all

linguists refused to work mentally retarded pupils. The attitudes of the primary school educators toward teaching of the disabled were almost the same with all types of disabilities.

The investigation concerning pedagogical **support**, resource centre, assistant teacher, helping aids, equipment **in APA** revealed that the PE teachers have no legally based pedagogical support or teacher assistance in the area of adapted physical education in regular and special schools. Additional financial support for helping aids or special equipment in APA is not really provided and foreseen in legal or normative acts. The APA professionals (in total 31) graduated from Lithuanian academy of physical education are not adequately utilized for pedagogical support of PE teachers yet, because of absence of legal normative documents. There is not established any resource centre for educational support of PE teacher in Lithuania working with student of special educational needs and any low concerning pedagogical and other kind of support of integrated education of students with special needs in Lithuania

3) **The investigation of the situation of adapted physical education in special schools**

was done. According to our data, a lot of pupils with light level of various kind of disability were excluded from regular physical education and they were treated as patients in physiotherapy sessions as well as some of them received the special physical education in separated groups. According to our data the strategy of special education reform was foreseen in agreement with Lithuanian Ministry of Education and Science.

4) The investigation **of the model of education** of disabled in Lithuania was made on the analysis of corresponding legal acts, national educational programs for special schools and governmental financial support for education of disabled students. The results of our investigation revealed the typical medical (individual) model of education (including physical education) of disabled.

Indications of the Lithuanian medical model in question: 1) The medical doctors (personally or in medical commissions consisted of 2 or 3 physicians) are responsible to decide about everything concerning the disabled persons: about the level of handicap and professional capability of the disabled, means of medical, vocational and social rehabilitation, **the character of education and conditions of teaching**, necessity of social care provision as well as **permission for a disabled** person to undertake one or another kind of job. Even activities of an alternative communication, speech therapy and getting used to the unfamiliar surroundings of the blind, the deaf, mentally and physically handicapped are attributed to the means of medical rehabilitation and having to be performed under the guidance and coordination of medical doctors. **The medical decisions are obligatory for all educational**, health and social care institutions, the disabled persons and their parents. The representatives of non-governmental organizations and parents of the disabled are not able to make any real impact on decisions of the medical professionals because they are allowed to participate only without none right for accepting decision in any area of the life of disabled (Legal acts: The Statute of the Commission of Medical-Social Expertise, 1992; Lithuanian Medical Norm for Rehabilitation, 1996; The statute of Consultation Commission of Health Care Institutions, 1998; Law on Health, 1998; Order on rehabilitation and restoring treatment, 1999). The physicians decide about physical activity of disabled students (with long term and invariable impairments) and often make them free from physical education or prescribe them kinesitherapy alongside their personal opinion without any normative act in the field. 2) Some articles of the Law on Social Integration of the Disabled (1991), the Law on Education (1998) and the Law on special education (1998) declaratively ensured all rights (to live in families, **to be taught in mainstreamed educational and vocational institutions**, to receive the support according to the special needs, to be involved in decision making and be responsible for their own lives etc.) and incapability of discrimination of the disabled in all area of social life. The regulations of the mechanisms of the implementation of the principles of integrated education and etc. are not created yet. **So the common statements about recognition of disability as social problem in the laws in question have to be seen as declarative social action of the authorities only.** 3) The most statements of the Law on special education mentioned above are focused to the segregated institutional education of disabled students. The adapted physical education as well as APA professionals is not even mentioned in the Law in question. 4) The educational programs of special schools include the performance of kinesitherapy (paramedical interventions) 2-3 hours a week (even for disabled students with light and middle level of mental retardation), instead, for example, disability sport or other recreational-social activities at school or out-of-school seeking for educational goals. 5) The additional governmental or local financial support for mainstreamed education of the disabled is not legally foreseen at all. All governmental financial support is directed to special institutions and comprises on average about 400 USD for a disabled person per month, while the parents rearing the disabled child at home are supported with about 30 USD per month only. **Such kind of governmental policy**

forces parents to place the disabled children into special institution instead of caring about them at home and teaching in regular schools.

5) The results of our investigation showed lame status quo situation in **recreational physical activity and sport area for disabled** population in Lithuania. Sport for all system in Lithuania organized for various kinds of social groups keep the disabled persons out of the common system.

Recreational sport activities for disabled persons are basically organized within the disability sport clubs system. We have 34 sport clubs in total, and 711 disabled persons (61 % of total number of disabled in sport clubs) taking part in recreational sport (sport for all) activities within sport clubs. They did not receive any financial governmental support from national budget for the recreational sport activities for disabled. The local authorities sometimes give some money, without any legal normative acts in the field. This is the high range of discrimination of disabled persons! Recreational sport activities for the elderly people in Lithuanian social care institutions, is organized on a very low level as a consequence of the existing medical model. (See details in full annual report).

The organizational and financing structure of **competitive sport in Lithuania** is delivered within full annual report.

According to our investigations there are 34 sport clubs for disabled (*with mental disabilities-3; physical-7; visual-8; hearing-6*) with 455 competitive sport athletes in Lithuania (mental-65; physical-226; visual-86; hearing-78). The number of disabled sportsmen is decreasing every year from about 2000 (in 1994) till 455 (in 2000). The legislation is not adapted to the requirements and recommendations of the European Union. No legal or normative acts about the amount of money officially have to be distributed for disability sport. The financing depends on a good will of authorities only. The elite level of disabled sportsmen is not legally recognized. The inequality between disabled and able-bodied athletes and the legal and real discrimination of disabled sportsman is evident. There is the inequality within the disability sport system.

The investigation of the **possibilities for cooperation and integration into able-bodied sport** was done. The data show no possibility for the disabled to participate in the integrated recreation activities of the society. There was not co-operation between able-bodied federations and sport clubs and the disability sport federations and sport clubs with the exception the co-operation between Lithuanian Special Olympics and football federation.

6) The **analysis and adaptation the educational study programs** on APA in LAPE according to “ideal profiles” of THENAPA in the areas of Adapted physical Education, Rehabilitation, Recreation and Competitive sport for disabled was made. On that basis the new curriculum of study program for training of APA professionals on bachelor and Master Degree according to the model and content, elaborated within THENAPA, was created in LAPE and approved by the Senate at the end of 2002.

7) The analyse of the **development of European Union policy** on integration and non-discrimination of the disabled in the field of education and sport was made, reported by Prof. Ruta Adomaitiene and discussed during the forum in Budapest.

There was paid attention, that **physical education was not even mentioned in the “New Community Disability Strategy 1996” as very important mean of integration and right of disabled within general education.** Because of that the national Governments could ignore that right and it is very difficult to change the medical model in education to educational one in the field on national level.

So we would like to ask the THENAPA international committee to recommend the national Governments and European Commission to recognize officially the physical education and disability sport as very important field of social integration of disabled.

The development of European Union policy in integration and non-discrimination of disabled

As Pierre Olivier (the director of Centre Readaptation Professionnelle Fonctionneelle, France) noticed (1997), it had been in the **1970s** that the European Community has begun to assert **its concern about people with disabilities and their integration into society.** However, there is no very specific provision that addresses discrimination on the ground of age, sexual orientation or disability until **1981.**

At this very year I 1981 the Division'Action in favor of people with disabilities was created within European Commission and endorsed by Council Resolution of the Representatives of the Governments of the Member States of the European Communities **on the social integration of handicapped people at Community level.** (*Council Resolution, 1981*). This document was aimed at the vocational, social and cultural integration of peoples with disabilities, but this action program was launched in January **1983** only to promote these objectives in practical terms.

February **1986** the Single European Act completed up to that year being existed framework **on the employment of disabled people in the Community.** In **1988**, on the basis of an evaluation report of the 1986 Recommendation on employment, the Council put forward some propositions both to member states and at the Community level. There was proposed promotion of participation of disabled representatives, exchanging the experiences and better coordination of actions of vocational integration of disabled within member states. (*EC, 1988*).

In December **1989**, the Community's Social Charter for the fundamental rights of workers recognized in its preamble the risk of discrimination but did not deal with the elimination of all types of discrimination. However in the Article 26, section 1 there was already stated the right of disabled to vocational training, rehabilitation and guidance whatever the origin or the nature of their disability. (*EC 1993a*)

The Council of European Community referred in **1988** to the promotion to the activities within the framework of the HELIOS Community action and support within the rules of the European Structural Funds. (*Council Decision, 1988*). The HELIOS I (1989-1992) and II (1993-1996) programs covered not only economic integration (including vocational training) of disabled, as it was before, but also the areas of significant importance such as **functional rehabilitation, educational integration and leisure of disabled.** The HELIOS II was designed for improving the exchange and information activities in member states and with NGOs, development of an European cooperation policy in optimization positive actions of integration of disabled in favor of people with disabilities. (*EC, 1993b*)

The policy of integrated education was endorsed in **1990** in the Resolution of the Council and the Ministers of Education meeting concerning **integration of children and young people with disabilities into ordinary systems of education.** (*Council Resolution, 1990*)

Special attention has been paid by European Commission to the assessment of the current situation in European Community countries with regard to integrated education of the disabled within **1988-1991** in order to monitor a progress in the field. The European Community report was made in **1992** and questioned the necessity of a separate special school system and even the special system was characterized by high quality, the actual existence of two separate systems (mainstreamed and special) produced extra costs and resulted the disjointed organization (*EC, 1992*). **So the serious concerns there were expressed about the existence of two separate systems.**

In September **1994** the White Paper on European Social Policy was published by European Commission were the Commission recognizes that nevertheless the economic and social progress go together the social policy has to pay appropriate attention to family life, the health and the old age of individuals (*EC, 1994*). The disabled have not been even mentioned in the Paper.

The transcription of the White Paper issues into working objectives, resulted from many consultations and public debate, was made **1995** into the Medium-term Program of Social Action, 1995-1997 (*EC, 1995*). The Program asserted the need for an active society for all, including people with disabilities. There were series initiatives, in particular aiming at: taking the necessary steps so as to adopt the principles stated in the UN Standard Roles (*UN, 1993*) for the equalization of opportunities for people with disabilities and supporting the introduction of an non-discrimination clause in the EU Treaty.

Those initiatives were very important because **the equal rights and opportunities for disabled in integrated education, recreation and sport** mentioned in UN 1993 document **has been recognized and promoted** by EC as well as has been taken efforts to provide the EU with legal measures to develop disability

policies. European policy in favor of people with disabilities so far has been limiting to action programs on subsidiary principle because there has not been any legal basis, which allowed the EU to commit to other types of action.

Taking into consideration the initiative aimed at the Program of Social Actions the European Union made a crucial policy shift to a rights based approach in the disability field. The **New Community Disability Strategy** was advocated by the Commission on in its July 1996 Communication (*EC, 1996*). The Strategy was politically endorsed by the Resolution of European Parliament on the rights of disabled persons (1996) as well as supported by the resolution of European Parliament on the equality of opportunities for people with disabilities (1997).

Referring to New disability strategy it includes **physical, sensory, mental and intellectual forms of disability** and envisages a strategy for various social actions including social area of education. The mainstreaming is the main strategic initiative to facilitate the full participation and involvement of students with disabilities in educational processes, while respecting personal choice. It means that the educational issues of disabled should no longer be considered separately from the mainstream policy-making apparatus, but should be clearly seen as an integral part of general education. The gradual movement away from the traditional response of developing separate special schools has to be steadily overtaken by initiatives promoting integration into mainstreamed schools, meeting the specific educational needs, eliminating discrimination as well as recognition the equal rights of people with disabilities in the field.

The **High Level Group** of Member States' Representatives on Disability foreseen in New Strategy was created and its' guidelines set out in the Resolution adopted by government representatives of the Member States during the meeting of the Council of Ministers on 20 December 1996 in a Resolution of the Council of Ministers (*Official Journal C 012 of 13 January 1997*).

The main aim of the High level group on disability is to keep the new policy developments and pool information in the Member States taking into account the activities as following:

- ❖ Empowering people with disabilities for participation in society, including the severely disabled
- ❖ Mainstreaming the disability perspective into all relevant sectors of policy formulation
- ❖ Enabling people with disabilities to participate fully in society by removing barriers
- ❖ Nurturing public opinion to be respectful to the abilities of people with disabilities and toward strategies based on equal opportunities

In the Intergovernmental Conference in June 1997, the Heads of State and Government included a **new Article 13** in the Amsterdam Treaty providing the Community with specific powers to take action to combat discrimination on sex, race or ethnic origin, religion or belief, **disability**, age and sexual orientation. (*Communication, 1999*)

Article 14 of the European Convention on Human Rights set forth a general principle of non-discrimination, but this Article refers to the principle of non-discrimination in very broad terms, it does not create any independent rights and, furthermore, it only imposes obligations on Governments. In contrast, the proposals to implement Article 13 of the EC Treaty lay down a legislative framework to be implemented by the Member States and provide for directly enforceable judicial remedies before national courts.

It is **very important for implementation of non-discrimination principle in European disability policy, because the 'disability' is for first time separately mentioned within others** in the Article 13.

In order to promote the fulfilling of the principle of non-discrimination of the EU Treaty's Article 13 within the Member States the report of Compendium on **Member States' Policies** on Equality of Opportunity for People with Disabilities was made in 1998. (The report was financed and prepared by European Commission, Directorate-General 5, Employment, Industrial relations and Social Affairs, Direction E, Social Security and Social Integration, Unit 4, Integration of people with Disabilities). (Compendium, 1998)

The main purpose of this Compendium was to set up the key policy issues common for Member States in implementation and monitoring of equal opportunities for disabled despite the recognition and sound understanding of national diversities in disability policy programs. This approach is fundamentally grounded on an equal opportunity model where, beyond the provision of social and medical services, a comprehensive equality of opportunity policy also embrace, therefore, issues of accessibility, **education**, vocational rehabilitation, employment, social security, social integration and information technologies. The Compendium underscores both the importance of protecting and promoting the rights of disabled people as well as the rising of society's awareness in respect of the issues relevant to people with disabilities.

Compendium embrace fore key areas of disability policy: Organizational arrangements (*co-ordination, civil rights, benefits, services and accessibility*) on disability policies, an Organigram, Action Plans and Co-operation – Consultation Structures.

Referring to Organizational arrangements on disability policies in each 15 Member State it is very important for THENAPA to emphasize that only one of them, it is PORTUGAL that recognized on political level the disability sport **as an important area for social integration of disabled**. The Portugal only included the ministry of Culture, Sport and Recreation within the governmental bodies responsible for social integration of disabled.

So there is one of indispensable proposals, about disability sport as a right of disabled, have to be made from THENAPA to European Commission to support the non-discrimination principle in European policy of disability.

Compendium also provided the summary of the governmental **action plans** of disability policies for each Member State in pursuance of the key European policy issues proposed. Referring to them only in **Austria, France, Luxembourg, Italy and United Kingdom** the integrated education of disabled is included into the governmental action plans. The other 10 EU countries planned their activities within Special education without emphasis on integration or emphasizing the rehabilitation activities in education of disabled.

The Governments of EU countries **do not recognize the physical education as integral part of general or special education of disabled** at all because in educational area of Action plans of EU countries there were

not even mentioned physical education. So the area of integrated physical education of disabled that is one of the main purpose of THENAPA activities is **not known or recognized by national authorities as a right for disabled**.

There is the another indispensable proposal to European Commission that physical education being the integral part of general education have to be recognized as the right of disabled in order to promote the fulfilling of the principle of non-discrimination of the EU Treaty's Article 13 within.

The European Commission in 1999 has already made the Communication to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions on certain **Community measures to combat discrimination in accordance with the requirements of Article 13**. (Commission Communication, 1999)

The measures of that Communication 1999 embrace the **Constitutional and ordinary national legislation of the Member States** on the right to equality and the prohibition of discrimination, as well as **legally enforceable right**, that means that the provision is legally binding and gives rise to judicial redress.

As it is shown in the Communication the **Constitutions** of most Member states explicitly cover the following grounds of discrimination: race or ethnic origin; religion or belief. The **disability** **discrimination ground** is explicitly included in the Constitutions of the three Member states only: **Germany, Austria and Finland**. The United Kingdom does not have a written Constitution.

The **ordinary laws** that give the statutory provision to combat discrimination on the ground of disability (the legislation which makes it unlawful to discriminate against disabled) are indicated in the legislation of France, Ireland, Sweden and the United Kingdom on the scope of employment. The **United Kingdom and Ireland's** legislation only covers the area of **non-discrimination of disabled** **in Education**.

In 1999 the European Commission has made the proposal for a Council decision establishing the **Community Action Programme** to combat discrimination (European Commission, 1999) that has been officially published by Commission (Community Action Programme, 2000) and adopted by Council on 27/28 November 2000 (Council Decision, 2000/750/EC). The Council decision provides the **legal framework** for the implementation of non-discrimination principle of European disability policy. There were established the **Programme Committee** made up of representatives of the Member States.

The Community Action Program is as a **major European instrument to prevent and combat direct or indirect discrimination** as well as eliminating all inequalities on the grounds of racial or ethnic origin, religion or belief, age, **disability** and sexual orientation. It will run from **2001 to 2006** and designed to support and complement implementation of the European directives of non-discrimination through the **exchange of information, experience and the dissemination of best practices, networking at the European level in both legislative and non legislative areas**. The Commission and the Member states will seek to **ensure the participation in the programme of all parties concerned**. This will include, in particular, **measures to assist the participation of organizations** facing particular difficulties linked to discrimination, **especially people with disabilities**. The Commission also **invites the comments via the Internet on key policy documents**.

Therefore it is the unique opportunity for THENAPA to declare the European Commission about the very important disability sport and physical education fields that produce the discrimination of disabled both on legislative and service provision levels in the Member State as well as associated Countries. At the same time to propose the European Commission the means of non-discrimination in the field that have to be included in European policy on disability according to requirements of Article 13 of EU Treaty.

The European Commission in 2000 has made the **Communication** to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions

Towards the barrier free Europe for people with disabilities aiming to take account of people with disabilities in Community activities **in the fields of employment, education and vocational training, transport, the information society and consumer policy**. The Commission announces its intention of proposing to the Council that the year 2003 be declared 'European year of disabled citizens' in order to rise public awareness and **provide a catalyst for the introduction of new policies at all administrative levels** (Commission Communication, 2000)

The European Parliament in 2001 has made a Resolution and **welcomed the Commission communication** 2000 entitled 'Towards the barrier free Europe for people with disabilities'. In the Resolution there was insisted that creating of barrier free Europe **required specific measures** in favour of people with disabilities accompanied by operational implementation, monitoring and assessment provisions **declared the year 2003 as the European Year Disabled Citizens**. The Parliament also called on the Commission to submit a proposal for a directive based on Article 13 of EC Treaty **covering all the European Union's fields of jurisdiction**, with a view to ensuring equal treatment for people with disabilities (Parliament resolution, 2001)

The European Parliament resolution (2001) takes the opportunity for THENAPA to ask the Commission to justify the disabled peoples right in participation in all levels of disability sport including elite level in order to ensure the European principle of non-discrimination of disabled according to Article 13 in the field.

Disability sport and physical education for disabled in European policy

European Community countries have organized conferences and seminars in the field of sport for disabled people. Since 1984 the Commission for sports Development of the Council of Europe (CDDS) has been obliged to produce recommendations for member Governments in order to make sport for disabled people more popular. The results of such activities were published in '**European Charter for sport for all: disabled persons**' (Sport, 1987).

The 'Spot for All Charter' (Sport, 1987) has been adopted by the Committee of Ministers of the Council of Europe in 1986. (Resolution N.1, 1986). The Ministers committee of the Council recognized the Charter as a **recommendation to governments** of Member states referred to all kinds of disabilities that can be covered within the sport programme (Recommendation No. R (86) 18)

Referring to the Recommendations there has been recognized once more that every individual should have **the right to participate in sport**. The development of sport and physical recreation for all disabled persons is an important means of improving the quality of their life, as well as contributing to their rehabilitation and integration in society.

The Governments of member states were recommended:

- ❖ to orient their policies toward the adequate opportunities to take part in **recreational physical activities** for disabled persons;
- ❖ to encourage educational authorities to take sufficient steps to provide **adequate and real physical education** for disabled children in schools **and to train to the required level** those who may teach these children;
- ❖ to encourage **co-operation between various public authorities** involved in sport for disabled, such as health, social welfare, education and sport departments, and their policies and actions.

The Governments of member states working together with the sports organizations were recommended:

- ❖ to develop appropriate activities **at all levels of sport** (*top level, organized and recreational sport and health sport for medical reasons or for fitness purposes*) **for disabled persons**;
- ❖ to recognize that disabled persons **may aspire to elite sport** and to participate in it according to their abilities without any exploitation, whether physical, psychological or financial.

Following the initiative of Directorates General and replying to the increased interest in sport for disabled people, the **European Committee on Sports for People with Disabilities (ECSPD)** was established in November **1993**. The Committee consists of two people from each country (one in the field of mental and one in field of physical disability) and works out the development strategy of sport for disabled people in Europe. It also initiates the activities aimed at unification and integration in the field as well as passes its opinion on the applications for financial support for European union funds by the different countries. The **European non-governmental sports or organization (ENGSO)** have been obliged by ECSPD to include disability sports programmes in their activities and its' General Assembly in 1998 made a decision investigate the situation in this field and published the results. The ENGSO after the investigation of disability sport situation in European countries revealed a lot of problems facing sport for disabled in Europe. (*Sport for disabled people in Europe, 2000*).

Taking into consideration, that the disability sport problems in European countries could be solved by the coordinated work between governmental and non-governmental organizations only, the **THENAPA on the basis of the investigations is able to propose the European Commission to declare the governmental political commitment of the countries for disability sport development seeking for non-discrimination principle of European disability policy**.

The **European Agency for Development in Special Needs Education** on the basis of HELIOS and its' own comparative investigations supported by European Commission and UNESCO has issued four publications regarding integrated special needs education of disabled. The comparative investigations between EU countries have been made in the areas of early intervention of disabled children (*Soriano, 1998*), Provision for pupils with special educational needs (*Meijer, 1998*), Organization of support for teachers working with special needs in Mainstream education (*Soriano, 1999*) and Financing of special needs education (*Meijer, 1999*). A lot of aspects of integrated and inclusive intellectual education of children with various kinds of disabilities there were discussed. But **physical education of disabled students was not even mentioned in the results or conclusions of comparative investigations** despite that physical education sometimes especially for severely disabled is more important of improving the quality of their life.

So the THENAPA investigations regarding the physical education of disabled in mainstreamed education are very important and could fill in that gap in special needs education. **The European Agency for Development in Special Needs Education has to recognize the physical education of disabled as inseparable part of general one taking into consideration the holistic approach of education**.

II. Organisational approach and structure developed within the partnership to manage the project at the national level.

1. The structure of the national integration and implementation group (NIIG);

The official representatives from 11 various institutions (*3 universities, 4 governmental and 4 non- governmental sport organizations for disabled*) composed the group:

- 1) Lithuanian Academy of Physical Education - LAPE (the national coordinator associated prof. R. Adomaitiene,);
- 2) Vilnius University – VU (L. Samsoniene);
- 3) Siauliai University – SU (J.V. Vaitkevicius);
- 4) Lithuanian Ministry of Education and Science (R. Labiniene)
- 5) Lithuanian Ministry of Social Security and Labour (R. Gelombickas);

- 6) Lithuanian ministry of Health (A.Juocevičius);
- 7) Lithuanian Council of the Disabled (A.Murauskas
- 8) Lithuanian Special Olympic Committee (J. Mikelkevičiūtė);
- 9) Lithuanian Blind Sports federation (R. Venskutonis);
- 10) Lithuanian Sports federation for the Disabled (K. Skucas);
- 11) Lithuanian Association of Paraplegics (E.Grigonis);

It was a **great failure that** Lithuanian department of physical education and sport refused from participation in THENAPA national group. The representative of Health ministry did not participate in any one meeting in spite of the official note of representation. The representatives of Ministry of social security, Council of disabled and Blind sport federation participated in the two or three meetings of NIIG only. The other institutions have had good contacts, took part and discussed almost in all seven meetings during the 3 years.

➤ **The role(s) of the national partners, organisations and the way of national cooperation has taken place.**

The high **education institutions LAPE, VU and SU** participated in pedagogical and sociological investigations regarding the national model of general education of disabled, adapted physical education in mainstreamed and special schools, needs and attitudes of teachers toward the integration of disabled as well as the analyses of European policy development according to the disabled rights and participation in physical activity as well as the integration of the disabled into society. The **Lithuanian Ministry of education and science and Ministry of Social security and labor** approved all questionnaires, supported and recommended pedagogical and social investigations in mainstreamed and special schools as well as Social care institutions. Ministry of education invited some members of NIIG for taking part in working an seminar groups regarding of special needs education reform in Lithuania as well proposed the premises for NIIG meetings. **Lithuanian council of disabled** supported the issue of the first manual of APA in Lithuanian language. The **Lithuanian Sports' federation** for Disabled, **Association of Paraplegics** and **Special Olympic Committee** together with LAPE have taken part in investigations regarding disability sport situation in the country.

III. Methodology, tools and technology used

1. The educational and teaching approach promoted within the project at the national level

- Didactic and pedagogical approach 'Integration through APA' was done during two seminars in 2001 for coaches (*21 participants in general*) in LAPE according to issues

of THENAPA for sport integration. The open discussion in respect to the integration through APA was organized in Lithuanian Academy of Physical Education with the academic staff.

- The seminar of three days duration on “Integrated physical education for pupils with sensomotor disabilities” was organised in 2002 for physical educators working in mainstreamed schools.

2. Open and distance learning

- Distance learning was not organized during the activities of THENAPA in Lithuania. Sometimes we used the e-mails for educational information and sending of lecture to our disabled students when they were not able to participate in lectures.

3. Tools and technology

- The first CD-ROM of the project “Examples of Good Practice in Adapted Physical Activity” was used in lectures for the students as well as for preparation of volunteers in Special Olympics movement in Lithuania.

IV. Products and results, their dissemination

1. Products and results

- The performing of three years of THENAPA project **has made great influence** upon the education and training of APA professionals and stimulation the development of educational integration of disabled as well as scientific and applied research in APA in Lithuania:

1) The new curriculum of study program for training of APA professionals on bachelor and Master degree according to the model and content, elaborated within THENAPA was created in LAPE and approved by the Senate at the end of 2002. The obligatory module (4 cr.) of special pedagogy and psychology in the general study programs for all pedagogical professions is recognized in Lithuania as well as the short obligatory course of basic knowledge in APA is approved in LAPE in study program of training of all physical educators and coaches.

2) 9 students with disabilities (4 wheelchairs, 2 amputees and 2 hardly hearing) are integrated in APA study program in LAPE on bachelor level. One wheelchair PhD is working as a lecturer in APA department in Academy. So, the results of integration of disabled into higher education are evident.

- 3) The first manual of APA for disabled in Lithuanian language has to be issued in April of 2003 where the basic issues of THENAPA and some material from CD-ROM were used.
 - 4) According to EU recommendations and THENAPA outcomes was created the project of national strategy on national special education reform and integration of the disabled in mainstreamed education including PE. The coordinator of national group of THENAPA was officially invited to this working group. The basic statements of the project regarding integration are included in the new created general Law of education that has to be accepted by Lithuanian Parliament in 2003.
 - 5) 1999-2002 within THENAPA activities was done a lot of pedagogical and sociological investigations regarding the national model of general education of disabled, adapted physical education in mainstreamed and special schools, situation of sport and recreational clubs for the disabled, needs and attitudes of teachers toward the integration of disabled as well as the analyses of European policy development according to the disabled rights and participation in physical activity as well as the integration of the disabled into society. On the basis of the investigations were published 2 articles and participated in 4 scientific conferences.
 - 6) The very first in Lithuania two doctoral theses were defended in 2002 in LAPE regarding pedagogical and psychological aspects of APA in the fields of sensomotor and mental disabilities.
- The impact of THENAPA project on disability sport development, equal opportunities and social integration of disabled via sport in Lithuania was not so successful.
- 1) The rehabilitative medical model in disability sport system still exists, the representatives of governmental institutions of sport are not legally responsible for disability sport development and declined to take part in national group, the elite level of disabled sportsmen is not legally recognized, the inequality between disabled and able-bodied athletes and discrimination is evident in spite of the opposite recommendations and opinion of New Community disability strategy 1996.
 - 2) The only one project is made on nongovernmental level regarding the integrated training and competition system of mentally retarded together with able-bodied in Lithuanian football federation because without the legal support on governmental level it was impossible to do more.

2. Dissemination

- The outcomes of 6 THENAPA international meetings were spread out within representatives of 2 ministries, 4 disability sport organizations and 2 universities during the meetings of NIIG in Lithuania.
- The outcomes of THENAPA in the field of education in APA in 2002 have been disseminated in Vilnius and Siauliai universities. APA course in 2003/2004 have to be included in the general study programs of primary educators and used for physical education of the university's students with disabilities.
- In study program on APA, prepared according to THENAPA outcomes (*recommendations*), there are 95 students from the first to fourth year of study. The materials from CD-ROM of THENAPA are used during the lectures.
- The "ideal model" of education of APA teachers was presented in Poland during the seminar organised by International Special Olympics for the teachers from East European and Asia's universities in 2002.05.17-19.
- The main outcomes of THENAPA and Lithuanian results of investigation within the project were presented during the Seminar and Workshop in 2001.11.12-14 in Riga (Latvia) organized by UNESCO in cooperation with the Nordic-Baltic project "A school for all".

V. Specification how the project has attributed to promote equal opportunities for people with disabilities in the country

- New curriculum of training of APA professionals and project of national special education reform partially prepared on the basis of THENAPA results will promote the equal opportunities of disabled in the area of Physical education and sport. But it needs the support on national governmental level in the field from THENAPA international committee and European Commission.

VI. Evaluation

- The tools of our investigation (questionnaires) within THENAPA were evaluated and approved by experts of Ministry of education and science and the results were presented in the same Ministry.
- On the basis of the results were published 5 articles and participated in 4 scientific conferences. So, the evaluation was done by appropriate scientific experts.

- The absence of representative from Governmental sport department into Lithuanian national group was the main difficulty in cooperation and receiving information from the institution having to be responsible for whole disability sport on governmental level.
- The Ministry of health was not interested in THENAPA participation and outcomes, because it supported the medical model of disability and disintegration of the disabled that was criticized by EU. Because of that the NIIG was not able to cooperate with the Ministry.
- It is the difficulties to include the APA on ISCED classification as the field of education in order to prove the APA speciality as separate multidisciplinary field of study.
- The THENAPA in Lithuania has not received any expedient financial support for 'personal costs' and all national activities were made by representatives of universities (*thoroughly from LAPE*) without any real payment. Because of that there were no possibilities to share the huge work with nongovernmental sport organizations of disabled and other partner institutions.

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